**Lesson Design Planning Guide/ Observation Tool**

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Was There  Evidence Of? | Lesson Component | Demonstrated Evidence | Comments |
| **OPENING** | | | |
| Yes No | Gain Student Attention |  |  |
| Yes No | Preview |  |  |
| Yes No | Review |  |  |
| **BODY** | | | |
| Yes No | Model (I Do)   * Show students how * Tell students how by sharing thinking * Present models that were clear, consistent, concise * Anticipate potential errors and pre-correct |  |  |
| Yes No | Prompt (We Do)   * Guide students in performing the skill * Scaffold prompts * Use clear language * Formatively assess for understanding * Provide feedback * Continue prompting until students demonstrate accuracy |  |  |
| Yes No | Check (You Do)   * Verify student understanding before assigning independent work * Carefully monitor responses * Formatively assess and provide feedback |  |  |
| **CLOSING** | | | |
| Yes No | Review |  |  |
| Yes No | Preview |  |  |

Adapted From: Archer, Anita, Hughes, Charles. *Explicit Instruction: Effective and Efficient Teaching*. Guilford Press. 2011.